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ABSTRACT

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students become familiar with meat processing--livestock at the stockyards, meat packers (wholesalers), and butcher shops--to the cooked state and to become familiar with the different joints (cuts or parts) of beef, lamb, and pork. The guide is one of a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (YLB)

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Youth Training Scheme

CORE EXEMPLAR WORK BASED PROJECT

What a joint

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CORE SKILLS PROJECT
YTS

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The Further Education Staff College
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ASSESSMENT OF CORE SKILLS

This series of projects contains a number of different formats for recording assessment of core skills. These formats are offered for experimental purposes; none is proven as the 'best' method. All are based on the principle that feedback to trainees is a necessary part of the learning process and that such feedback should include information on core skill development.

Further work is being carried out on the methods of assessing achievement of core skills in work-based learning and of how to log such achievement on a record which trainees can take away from YTS. Some of the results of this work will be included in later MSC/ESF Core Skills Project publications.

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CONTENTS

Introduction

Project Information

Summary

Supervisor's Notes

Off-The-Job Tutor's Notes

TRAINEE'S GUIDE

Names and Times

Background and Situation

Purposes

Action Plan

Trainee Review

Supervisor Review

Assessment: Record of Achievement

INTRODUCTION

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WHAT ARE WORK-BASED PROJECTS?

Work-based projects are learning materials which aim to make the most of all the possibilities for developing trainees' skills, knowledge and attitudes in the workplace. They build upon everyday workplace tasks to provide experience of the whole range of YTS learning opportunities.

The projects in this series have been tested with managing agents as part of the YTS Core Project, which is jointly financed by MSC and the European Social Fund. In some cases managing agents will be able to use the projects as they are. In others they will need to be adapted to the circumstances of a particular workplace or to the aims of a particular scheme. Some managing agents will prefer to produce their own projects. For such cases these examples aim to demonstrate some principles of good design in work-based learning materials. These principles are:

To encourage trainees to learn by doing
To make the most of all the experiences which are available to trainees in the workplaces.
To start from a real task which is seen as relevant by all parties involved — trainees, workplace supervisors, trainers and off-the-job tutors.
To help trainees see the relationships between things learnt on- and off-the-job.
To base the assessment of achievement upon trainees' actual performance in tasks.
To look for all the opportunities for learning which arise from a task and, in particular, to help trainees to develop the core skills. These skills, in number, communication, problem-solving and practical activities, are used in a wide variety of tasks and are essential if trainees are to achieve competence in those tasks*. They are the skills — of finding out information, planning how to do things, overcoming difficulties and so on — which help trainees to learn more quickly in new situations, either in the same workplace, in a different one, or in the world outside work.

Such skills are required naturally by the workplace tasks in these projects and, in requiring trainees to go beyond the task itself, the projects deliberately *add* to the range of core skills which are required in an everyday working situation. This is especially important for some of the skills of communication and problem-solving which trainees are often not given the opportunity to exercise in work experience.

These principles can be incorporated in projects for all placements and for trainees of all ability levels. Although the projects in this series follow a common format, there is no single 'best' style. Nor is any special expertise in writing necessary. Good work-based projects can be produced by anyone who is determined to help trainees to exploit all of the potential for learning in work experience.

*A technical manual 'Core Skills in YTS' is currently available from MSC. It is supported by a short introductory leaflet and a practitioner's guide for supervisors. A separate manual is available on computer literacy/information technology.

PROJECT INFORMATION

The project is designed to provide the trainee with an opportunity to become familiar with three types of meat, from the live to the cooked states.

GUIDANCE AND SUPPORT

Considerable support will be needed both on- and off-the-job to ensure that the trainee is provided with the information he/she may ask for. The support should for the most part be in response to request, thus allowing the trainee to develop through his/her own efforts.

LEARNING OPPORTUNITIES AND CORE SKILLS

The project covers a range of learning opportunities. Job Specific and Broadly Related Skills occur quite frequently. The World of Work is introduced in the 3rd and 4th parts of the Action Plan — opportunities to develop the Core Skills associated with Personal Effectiveness occur throughout.

ASSESSMENT AND REVIEW

The project provides for phased reviews after each part of the Action Plan and final reviews and assessment on completion. In addition, some parts of the Action Plan are concerned with presenting information and discussions, and these in themselves provide opportunities for reflection and review of progress.

INTEGRATION

The project cannot be successfully completed without the closest liaison and cooperation between on- and off-the-job tutors. Integration must not be left to chance, it must be systematically approached by the supervisor and the off-the-job tutor.

ADAPTATION

Depending on the ability and motivation of the trainee and the demands of the workplace. This is a project that could be completed over a period of time, treating each part of the Action Plan as a separate module. It would also be of particular interest to a trainee working in a Butcher's shop or the Butchery section of a Supermarket.

SUMMARY

The trainee is led through a series of activities which provide opportunities for him/her to find out about meat from the hoof to the table. The experiences include looking at livestock, carcass meat, jointing and finally cooking a meat dish. The project covers the core skills of operating with numbers, finding out information, providing information, working with people, planning, preparing, carrying out, and finishing off a practical task. The learning opportunities covered are, occupational and broadly related skills, the world of work and personal effectiveness.

This project provides a framework which will assist with the integration of on- and off-the-job training and education. Its successful completion requires the guidance and support of both the supervisor and the off-the-job tutor.

SUPERVISOR'S NOTES

Make sure the trainee has read through and clearly understands the work-based project and its purpose.

Try to make some time available each day in order to help the trainee assess progress.

Particularly go through the reviews after each Action Plan.

Exercise as little direct supervision as possible — allow the trainee to learn by doing.

When the project is complete, discuss with the trainee progress achieved and record the progress by completing the Record of Progress Achieved Sheet at the back of this booklet.

Liaise, wherever possible, with the off-the-job tutor, and provide help and guidance in arranging visits to the market, abattoir and butchers.

OFF-THE-JOB TUTORS NOTES

This work-based project could be used as a link between on- and off-the-job training, and is particularly relevant where the trainee is following a City & Guild 706/1/2 Food Preparation Course. Particular help will be needed in

ACTION PLAN PART 1: To arrange a visit to a market and an abattoir.

ACTION PLAN PART 2: To arrange a visit to a Wholesaler and in obtaining leaflets and charts. In constructing a chart.

ACTION PLAN PART 3: To arrange a visit to a Butcher and by helping the trainee obtain information on hygiene.

ACTION PLAN PART 4: To help the trainee develop a presentation.

THE PHASED REVIEWS AND FINAL ASSESSMENT

By liaison with the supervisor during the phased reviews and on completion of the project, discuss and agree with the trainee the progress achieved and complete the Record of Progress at the back of the booklet.

Names

TRAINEE .....

SUPERVISOR .....

TUTOR .....

Times

Please fill in the table below to show the time you spent on this work-based project. The first column has been filled in as an example.

DATE	21/1/83				
START	9·30				
FINISH	12·30				
TIME SPENT	3 hours				

BACKGROUND

Meat is the most expensive item on any menu and is also the measure frequently used by customers to judge an establishment. Its selection, preparation and cooking are important parts of the chef's job. This project is designed to introduce you to those skills.

SITUATION

Any commercial kitchen where there are particular opportunities to be working with the preparation and cooking of meat.

This project can also be adapted for a trainee working in a Butchery placement.

PURPOSES

Doing this project will provide you with opportunities to achieve competence in the CORE SKILLS listed in the PURPOSES below. Achievement in the CORE SKILLS identified in the Purposes will be assessed and recorded on your YTS Certificate. Ownership of these CORE SKILLS will make it easier for you to transfer to different work situations and to cope with changes in your future life, as CORE SKILLS are part of every activity both at work and outside work.

Purposes	Core skills practised	
1 Work out the prices that the different breeds of animals used for beef, pork and lamb are being sold for.	WORKING out numerical information.	1.2
2 Work out the final cost of carcasses.	WORKING out the cost of goods.	1.5
3 Find out the names and parts of a carcass and the characteristics of beef, lamb & pork.	FINDING out information through asking questions and observing, and from written sources.	6.0
4 Plan, prepare, cost and cook a meat dish of beef, lamb and pork.	PLANNING the order of activities. WORKING out numerical information. COOKING the meat dish. IDENTIFYING the materials. CHECKING results of activity for quality.	9.1 1.2 13.3 12.2 14.2
5 Throughout the project, record information on your experiences in completing the project and plan how to present the information to your colleagues.	PROVIDING information in writing. PLANNING how to present information.	7.3 9.6

ACTION PLAN

PART 1

We hope that you will learn from and enjoy doing this project. READ it through and make sure you know what you have to do and at which stages of the project you will REVIEW your progress. Check your understanding of the PURPOSES and the CORE SKILLS you will practise to achieve them. On the last page there is an assessment form on which will be recorded your achievement of the CORE SKILLS stated in the PURPOSES.

Livestock: A Visit To The Cattle Market

The real understanding of meat begins with recognition, and to help you with this, this project starts in the cattle market.

1. DISCUSS with your supervisor or off-the-job tutor the arrangements necessary to visit a cattle market.

2. PLAN how you will get there and the questions you will need to ask.

3. While you are there observe and ask questions and find out the different breeds of animals that are used to produce

   BEEF
   PORK
   LAMB

   Stay in the market and listen to the Auctioneer and you will discover that the animals being sold for meat are usually weighed and then sold at a price per lb., cwt., or kg.

4. Work out the selling price of an animal being sold for

   BEEF
   PORK
   LAMB

   From the market, the animals are taken to an abattoir for slaughtering. This process leads to a loss of weight for various reasons.

5. Find out by asking questions, what the average loss is for

   BEEF
   PORK
   LAMB

   Using the information that you have worked out, when at the market, about the selling price of the live animals

6. Now apply the losses through slaughtering and work out the price per lb for the dead carcasses

You will see that the meat has increased in cost, and now the costs and profits of the wholesaler must be added

7. Find out by asking questions, what these are on average, and work out the new price per lb. for the carcasses

REVIEW: Discuss with your supervisor what you have done so far

Check your calculations

What problems did you encounter in carrying out this part of the Action Plan?

How did you overcome the problems?

PART 2

Jointing: A Visit To The Wholesaler

The wholesaler will sell the meat to your Organisation either as ready prepared cuts or as a carcass.

1. Plan with your supervisor to VISIT A WHOLESALER and see some CARCASSES of

   BEEF
   LAMB
   PORK

2. Find out the names given to the quarters of a carcass of beef, lamb, pork

3. In Part 1 of the Action Plan you will have worked out what the average weight of a carcass is.

   While you are at the Wholesaler, check out your calculations

   The names of the individual joints of meats vary in different parts of the country

4. Find out what the names are for JOINTS of beef, lamb and pork in your part of the country. Also find out what they are for one other part of the country. For example, in the North of England and Scotland the SHIN OF BEEF is called a HOUGH

5. Present the information you find out in the form of a chart. Later on in the project, we will need to add more to chart

REVIEW: Discuss this part of the Action Plan with your supervisor and off-the-job tutor. Consider how you have progressed with:

Asking questions to find out information

The calculations

Constructing the chart

What did you learn?

How did you learn it?

PART 3

Good or Bad: A Visit To The Butcher

The joints that are purchased for home use are usually much smaller than those sold to hotels and catering establishments, and quite often less easily recognisable.

1. Go to your local family butcher and find out by asking questions and from observations the characteristics of BEEF, LAMB and PORK JOINTS. Keep notes on your findings.

2. The characteristics are also a help in deciding freshness as well as general quality

   Find out by asking questions what other signs there are that meat is not fresh.

3. NOW RECORD the results of these enquiries on the chart you started to construct in Part 2 of the Action Plan

4. There are laws concerned with hygiene and generally governing the sale, distribution and storage of meat

   From asking questions find out what those laws are, make a note of the answers, you will need them later on in the project

REVIEW: Discuss with your supervisor and off-the-job tutor, any difficulties you have experienced in completing this part of the Action Plan

Such as asking questions to find out information

Finding out about the laws

Are any of the problems you experienced in the first and second parts still occurring?

If so, how are you going to deal with them?

Decide what you have learned.

PART 4

Having a Go: Cooking Meat Dishes

Successfully cooking meat can usually be dependent upon 4 factors.

The right meat for particular menu items.

The size of the portion.

The temperature of the cooking medium.

Time.

1. As the opportunity occurs, ask your supervisor to allow you to be responsible for preparing and cooking a menu item of BEEF, LAMB and PORK

2 Planning is of great importance — so before you actually start the preparation of the food, construct a plan.

Start by planning the order of activities you will be involved in.

Remember to plan the tools and equipment you will need.

Now have a go:

3 Start by selecting the menu item.
Work out the cooking times and the temperature of the oven.
COOK THE MEAT DISH.
Then check the finished dish for quality.

4 Add the information you have gained from the practical experience, such as cooking times, temperatures, types of meat — to your chart.

5 Find out the selling price of the dish you have cooked and work out the difference between that and the original price of the livestock meat.

6 Plan how to present to your supervisor, off-the-job tutor and colleagues, a summary of all the information you have gathered, and the benefits you have gained from completing this project.

TRAINEE REVIEW

With your supervisor and off-the-job tutor refer to the Purposes listed at the beginning of this booklet and decide what you have achieved.

Did you find any part of the Action Plan too difficult — if so, how did you overcome the difficulties?

Are there any problems still outstanding from any part of the project? — if so, discuss them with your supervisor or off-the-job tutor.

Were any parts too easy — If so, which ones?

Which was the most interesting part of the Action Plan and why do you think so?

Consider your contribution to the final assessment, be prepared to discuss the things you can do — and look back through the project and consider the area where you may need extra training.

SUPERVISOR REVIEW

This review should be carried out by both the supervisor and the off-the-job tutor.

Please refer to the Supervisor's and Off-the-Job Tutor's Notes.

Please read the questions included under Trainee Review.

Please complete the Trainee Record of Progress Achieved Form and discuss your assessment with the trainee before initialling it to show that you both agree with the assessment.

If further practice or training is needed in some area, take some positive action to ensure that happens.

ASSESSMENT FORM

ASSESSMENT : RECORD OF ACHIEVEMENT

Work-Based Project Title: WHAT A JOINT ..... Trainee's Name: .....

PURPOSE OR ACTIVITY	CORE SKILL ASSESSED		Further Training Activities	Further Practice Activities	Can Do/ Yes
1. Work out the prices that the different breeds of animals used for beef, pork and lamb are being sold for.	1.2	Working out numerical information.			
2. Work out the final cost of carcasses.	1.5	Working out the cost of goods.			
3. Find out the names and parts of a carcass and the characteristics of beef, lamb and pork.	6.1	Finding out by speaking to people.			
	6.2	Finding out from written sources.			
	6.3	Finding out information from observation.			
4. Plan, prepare, cost and cook a meat dish of beef, lamb and pork.	9.1	Planning the order of activities.			
	1.2	Working out numerical information.			
	13.3	Cooking the meat dish.			
	12.2	Identifying the materials.			
	14.2	Checking results of activity for quality.			
5. Throughout the project record information on your experiences in completing the project and plan how to present the information to your colleagues.	7.3	Providing information in writing.			
	9.6	Planning how to present information.			

COMMENTS: Including other achievements and details of FURTHER training and practice ACTIVITIES AGREED.

SIGNED:– Trainee: ..... Supervisor: ..... Tutor: .....